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ABSTRACT

Adult education programs should be based on the intelligent application of information gained from studies investigating adult motivation and participation in other programs. The paper consists of a selected review of the literature on motivation and participation in adult education. Insights and conclusions drawn from these studies are offered as parameters for developing programs which will have intrinsic appeal to the public. Since adult education programs are only servicing about 20 percent of the population they are not fulfilling their obligation to the community. The task for adult continuing education is not to concentrate on techniques of "selling" but rather to develop a comprehensive curriculum which is based on research and which meets the needs of each target group within the community. The successful accomplishment of this primary task will facilitate the secondary function of program promotion. The appendix includes the Rock Valley Community College's brochure describing course offerings. (Author/HW)

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Adult Motivation, Participation, and Program Planning

Gary J. Conti

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The availability of a tremendous volume of surplus and non-essential goods in the affluent American society has encouraged the rapid growth of a huge advertising industry. This industry's success as demonstrated by the sale of Winstons, the rental of Avis cars, and the election of Richard Nixon has created a myth in America that the successful marketing of any product or program depends on advertising. Adult educators must not be duped into accepting this myth. Adult educational programs should be based on the intelligent application of information gained from studies investigating adult motivation and participation in other programs. Programs should not be haphazardly constructed and left to the fate of huckster sales techniques. Therefore, adult educators must acquaint themselves with the literature in the field on motivation and participation. Insights and conclusions drawn from these studies can then serve as parameters for developing programs which will have intrinsic appeal to the public. To foster this understanding, the following consists of a selected review of the literature on motivation and participation in adult education. Wherever possible the theses of the various authors are related to implications that can be inferred from Rock Valley Community College's "bedsheet" sales brochure for the summer of 1974.

Howard B. Altman attacked the organization of our schools and the primary teaching methodology as negative forces which encourage student frustration, dropout, or non-participation. Agreeing with John Holt, Altman felt that "to avoid the repressive

institutionalization in school, instruction must be individualized and personalized to the needs and interests of learners." (1:206) Teachers need to be reeducated to the necessity of treating students as human beings. Students should have the responsibility for planning their own educational goals to meet their own specific needs and for accomplishing these goals under the facilitating hand of the teacher. With these freedoms, education can become a relevant learning experience for each student. Thus, Altman sees individualizing the school's curriculum and methodology through reeducation, responsibility, and relevance as a means of making the school a more rewarding, positive, and pleasant place for a person to be.

Dick Berry defined motivation as a drive which causes a person to seek or accomplish an objective or to seek satisfaction of a need. When a person enters a job related educational situation, he has a predetermined motivational state which has a pre-established and limited motivational force. Combining this concept with the three stages of basic state, need state, and dynamic state, Berry developed a multi-phasic model to explain motivation. According to his paradigm, "the strength of a person's basic drive determines basic motivation and becomes the limit for need motivation. The strength of the need motivation determines the limit for dynamic motivation. The dynamics of the situation determine the strength of dynamic motivation." (4:55) The paradigm suggests the possibility of extreme motivational variance ranging from level two to level five on Maslow's hierarchy within the learning group.

Roger Boshier found that "people sometimes enroll for

reasons unrelated to course content." (7:4) After analyzing Houle's typology with its goal, activity, and learning orientations and Sheffield's model with learning personal goal, societal goal, need activity intra personal, and desire activity inter personal, Boshier found motivation more complex than the orientations outlined in the previous studies. His research revealed fourteen common factors involved in adult motivation. These factors were concern for: social welfare, social contact, other directed professional advantage, intellectual recreation, inter-directed professional advantage, social conformity, educational preparedness, cognitive interest, educational compensation, social sharing, television abhorrence, social improvement and escape, interpersonal facilitation, and educational supplementation. These fourteen first factors were later intercorrelated, factor analyzed, and rotated to give second and third order factors. Although the final list was closely related to Houle's and Sheffield's orientations, it augmented them. In addition to identifying additional motivational factors, Boshier concluded that when an adult's equilibrium is upset, restoration of the balance usually occurs at a higher level. Thus, he saw participation by adults as predominantly either "growth" or "deficiency" motivated. Deficiency oriented people seek equilibrium through remending their particular deficiency. Growth motivated individuals seek future imbalances (i.e., heterostasis) in order to spark further action.

Writing in 1974, Boshier further expanded his ideas on growth and deficiency motivation and participation. He found that dropping-out is a multi-variate phenomenon which stems

from an "interaction of internal psychological and external environmental variables." (6:256) To explain this interaction, Boshier set up a theoretical model which asserts "that 'congruence' both within the participant and between the participant and his educational environment determine participation/non-participation and dropout/persistence." (6:256) Individuals are viewed as having the dual problems of maintaining harmony within himself and with his environment. Although deficiency may apply in only one aspect of behavior, deficiency motivated adults are characterized as being afraid of their environment and as using education for partical satisfaction of their lower needs. Growth motivated individuals are viewed as expressing rather than coping, have their lower needs satisfied, are increasingly motivated by gratification, constantly want to grow, and are inner-directed, autonomous, and open to new experiences. Growth motivated students have intra-self congruence. They are satisfied with their own view of themself, with their relationship with other students, and with their relationship with their teachers. Deficiency motivated individuals lack this intra-self congruence. The inbalances in the self/student, self/lecturer, and self/self spheres are cumulative, and when they become sufficiently strong, they encourage dropping out. Boshier concluded that the "reasons for non-participation and dropout do not reside exclusively within the participant. The onus for matching participants and educational environments rests with administrators organizing educational experiences for adults." (6:279) Educators need to be aware of formal and informal environmental aspects and to modify procedures and methods that are inappro-

priate and create incongruence for certain groups.

Boshier has also developed measurement devices for dropout prediction. The two most valid and reliable instruments that he has created are the Personality and Educational Environment Scales (PEES) and the Dropout Prediction Scale (DPS). The PEES is based on Carl Rogers' self concept theory with the notion that self acceptance and acceptance by others are directly related. PEES recognizes that dropout is an interaction between the student and his educational environment. PEES provides a means of measuring the variables that lead to dropping out.

The DPS is shorter and simpler than the PEES. It tests the relationship between the students' attitude towards dropping out and subsequent dropping out of that course. From these tests Boshier has concluded that respondents who consider persisters more worthy than dropouts are less likely to dropout, that the categories of attitudinal judgments that one uses to judge others are related to subsequent behavior, and that non-course related reasons are often used to rationalize dropping out for course related reasons. These conclusions indicate that educators should use behavior modification techniques, should increase the amount of counseling for persons with low scores, and use these tests to identify potential dropouts.

Robert Boyd approached the study of motivation by developing a study to test a theoretical framework for describing the ego's handling of irritabilities. Using Erikson's "Eight Stages of Man", Boyd interviewed adults taking non-credit courses. He was testing the hypothesis that the most fre-

quently mentioned characterists of the eight stages would indicate the basic motivational factors of the group. Boyd found that his test group appeared to be retarted in the growth of a healthy personality according to Erikson's scale. Instead of dealing with developmental tasks in Erikson's last three stages, this group of adults were concerned with the Industry vs. Inferiority crisis of stage four. They were trying to apply themselves in order to develop skills, to accomplish tasks, and to better handle the "tools of their society." This study indicates that adult educators need to help students progress in ego development.

The courses listed for Rock Valley Community College (see Appendix) are found inadequate when analyzed in terms of Boyd's study. Instead of offering many courses which would appeal to the Industry vs. Inferiority crisis and provide opportunities for skill development, most of Rock Valley's courses meet the needs of Erikson's upper three stages of Intimacy vs. Isolation, Generativity vs. Stagnation, and Intregrity vs. Disgust Despair. Only three of the four courses in Business, one of the Communication courses, and five of the six Technology courses meet the general needs level of adults taking non-credit courses as described by Boyd.

Operating from the assumption that urban planner have a ever increasing responsibility for planning educational activities, Henry Brady and Huey Long compared the attitudes of urban planners to those of adult educators. They found that urban planners tend to view "the community as a physical or spatial form that could be manipulated" (9:122) while adult

educators tend to look at the community in more humanistic terms, to be more concerned with individual interests and needs, and to be aware of environmental factors that influence the learner's capabilities. Although urban planners must work with the community, they have not been vitally concerned with the unique characteristics of adults as learners in their professional training. This study indicates that all those concerned with the planning of adult educational activities need to know the community and its needs and to have professional training to make them sensitive to the special needs of adult learners.

Paul Burgess tested his hypothesis that adults participate in educational activities for a variety of reasons and that one individual participates for different reasons than another. He reduced the wide range of reasons given by adults for participation into seven interpretable clusters. These seven factors are the desire to: know or gain knowledge for the sake of knowing, reach a personal goal which could be made possible by the knowledge gained, reach a social goal which will improve society, reach a religious goal, take part in social activities because the activity is enjoyed regardless of what is intended to be taught at the activity, escape from some other activity or situation which is unpleasant or tedious, and comply with formal requirements. While these clusters parallel the learning orientations of Houle and Sheffield, they include additional data. More importantly, "the findings as a result of this investigation provide additional validity to the concept of educational

orientations by further expanding, further supporting, further defining, and further clarifying results obtained in previous studies." (10:27) This study shows that learning orientations are a good and sound way of looking at educational situations.

Rock Valley's brochure can be compared to Burgess' seven categories to estimate its probably effectiveness and to predict the kinds of people that will be drawn into the program. In order to successfully attract people to the program, the course titles and descriptions must indicate to a person that his need will be fulfilled by taking the course. If a person cannot predict need fulfillment from the course, he probably will not enroll. Although there is some overlapping and although it is difficult to differentiate between some course for either personal goals or formal requirements and between some for either knowledge or escape, an analysis of Rock Valley's thirty-one adult education courses for each orientation could be as follows: desire to know --28, desire to reach a personal goal --11, desire to reach a social goal --1, desire to reach a religious goal --0, desire to take part in a social activity --2, desire to escape --4, and desire to comply with formal requirements --6. These results indicate that Rock Valley needs a greater diversity in its adult continuing education program to adequately appeal to those in the various learning orientations.

While a prime factor in determining degree of participation in adult education programs in previous level of educational attainment, Gary Dickinson stated that the new view

of education as a life long activity suggests that there are additional educational factors which influence participation. Dickinson felt that Essert and Spence's conceptual framework of classifying the components of lifelong integrated education into the three systems of family-educational, sequential-unit, and complementary-functional has not been adequately considered in research on participation. While the concentration has been on the sequential-unit (eg., years of previous education), Dickinson contended that the concept of lifelong education implies the greater the imput from all three systems the greater the likelihood of further imput through adult education.

From his study Dickinson found that while previous educational level did not solely account for participation, it was the most powerful single explanatory factor. The educational levels of other members of the family (especially the wife) also affected participation. The choice of subject matter selected by participants in adult education programs was also influenced by previous level of education. Participants tended to select courses equal to their highest level of achievement. Dickinson's study implies that there is a need to consider educational variables other than years of school completed, that the community needs to be surveyed to uncover the various educational levels of the adults within it, and that "the conceptualization of education as an intergrated lifelong process with adult education forming one aspect of that process" (11:45) is correct.

Mohammed Douglah found that an "act of participation is

usually a means towards an end. It is an instrument for satisfying individual ... goals." (12:91) After reviewing Miller, Havighurst, Houle, Sheffield, and Maslow, Douglah concluded that adult education must serve the needs of the clientele, that for participation the purposes served by education must be very high on the individual's value scale, that the benefits derived from educational programs must be important enough to compete with alternative programs, and that the structure of adult education programs should not be such as to inhibit participation. He also concluded that adults are more willing to participate and are more persistent in programs in which they are involved in making some of the decisions which are related to the planning and organization of the educational experiences.

Roger Hiemstra concluded that the elderly are a special clientele and that their participation in educational programs depends on meeting their special needs and interests. However, the aged are "seldom provided with the resources necessary for coping with changing societal complexities." (13:102) As London points outs, they are usually placed in playpens of recreational activity instead of being furnished meaningful activities to keep them mentally alert. Since about one-fifth of the adults over 65 are functionally illiterate and because of their special needs, special emphasis should be placed on instrumental forms of activities and courses such as instruction of health, physical fitness, income and legal matters, and basic math and reading skills. Knowles found that the elderly respond to educational programs de-

signed for them. The elderly prefer courses that are home based because of their difficulty in traveling and courses that are offered during the day. If education is going to be viewed as a life-long process to be pursued throughout adulthood, adult educators must be prepared to re-evaluate their present curriculum, teaching methods, and learning environment to meet the special needs of the aged.

Although Rock Valley may have a special program for the elderly, its brochure does not contain a single course to meet the special needs of the aged. If no such program exists, one should be developed in order for Rock Valley to better serve the needs of the total community.

Johnstone and Rivera conducted a very detailed study on adult motivation and participation in education programs. They found that "the emphasis in adult learning is on practical rather than the academic; on the applied rather than the theoretical; and on skills rather than on knowledge or information." (14:3) Much adult education is independent and without formal instruction. Within the educational institutions members of the middle class prefer formal methods of study while those from the lower groups prefer more informal methods. Fifty-six per cent of the adult participants are enrolled in institutions whose primary function is not education. Adults tend to prefer an educational setting similar to their highest level of educational achievement. Persistence in educational programs is a factor of age, years of successful school experience, and interest in learning. Out of the sampled population, Johnstone

and Rivera found that seven out of ten people have an interest that could lead to participation in adult education programs. However, less than one half of these can be seriously regarded as potential students.

Johnstone and Rivera also found that there is a marked difference in the way people find out about adult education programs. People are more aware of recreational courses than other courses. People who have the highest amount of formal schooling have the greatest knowledge of available facilities. The number and type of people aware of a specific course depends on the institutional setting for that course. Accessibly seems to increase participation only for those who were already disposed towards taking the course. Influence for taking courses and knowledge of available courses are greatly influenced by interpresonal contacts.

According to Johnstone and Rivera the average adult participant is about thirty six years old and could be either male or female. He is better educated than the average adult and most likely a white collar worker. Most reside in the suburbs of large metropolitan areas. Parenthood encourages fathers to participate at earlier ages and postpones the woman's participation.

Adults participate in educational programs for variety of reasons. "The uses of adult education differ most markedly across the social class spectrum in that at lower levels people take courses chiefly to learn skills necessary to cope with everyday living while at higher levels there is a shift away from learning for basic life adjustment and an accompan-

ing increase of concern with less pressing needs, such as enrichment of spare time." (14:12) Thus, the higher social groups participate to accomplish leisure goals and to gain knowledge for job advancement while lower groups are interested in learning skills for acquiring a job.

Rock Valley's brochure lists several courses that would appeal to middle class people or would provide leisure activity. However, there are very few courses that provide for the development of basic skills that would aid in job acquisition. Thus, while the Rockford community can benefit from personal investment and cake decorating courses, the implications of Johnstone and Rivera's study indicate a need for more courses like IBM Keypunch Training and Basic Welding.

Alan Knox found that adult participation is broadly distributed throughout the adult population with most adults participating for reasons primarily related to occupation. Knox believes that it is important for each educational institution to do a clientele analysis in order to identify the target group, to provide effective teaching and counseling, to develop better programs, and to efficiently use community resources. He states that past experience "indicates that most adult agencies could attract almost any target audience if appropriate approaches to program development and promotion were utilized." (15:239)

Rockford is a heterogeneous industrial community of over 140,000 people. It contains both a Black and Latin community as well as a large group of people with a Southern (U.S.) heritage. Rock Valley's brochure does not list

a variety of courses to appeal to these groups. Therefore the officials at Rock Valley might find it beneficial to follow Knox's advice and to do a clientele analysis in order to expand their course offerings in order to elicit the support of these groups.

Jack London pointed out that there is a direct relationship between social class and education. Formal education plays a crucial role "as the certifying and selecting agency of our manpower resources...(and) to study the problem of participation in adult education without reference to the concept of social class and, in particular, the role of education is to ignore important dimensions of the impact of existing life conditions upon the behavior of our adult population." (16:143) Presently the better educated middle class is over-represented in adult education in comparison to the general population. Current curriculums are geared to appeal to this group. If adult programs are to expand and to service the total community, they must meet the needs of the manual workers. This will require structural, curricular, and attitudinal changes within the institutional setting. New methods of promotion will also have to be adopted since the "low skill occupational strata tend to find out about adult education offerings from personal contacts while white collar workers are more apt to use the mass media as their primary source of information." (16:148)

London's article has implications for Rock Valley. To expand its program Rock Valley not only has to develop more occupational oriented programs for manual workers,

but it must also adopt promotion devices to supplement its brochure.

Carroll Londoner found that persistence in a program is stronger if a person has some imput in planning his own program and if motivation is an external function rather than an internal function. Londoner defined the external function as participation in adult education in order to achieve future tangible goals which strengthen the external orientation to the work and social environment and the internal function as participation to satisfy personal inner directed needs which would result in a more integrated stable, and self-assured person in the vocational and social environment. Londoner concluded that as age, marital status, employment, and income increased, the importance of external goals increased. Londoner's studies imply that adult continuing education programs should be designed to help young single adults identify, clarify, and sharpen their vocational objectives. The curriculums should also contain "educational experiences for young people coping with inward identity problems and not yet ready for career orientations." (17:194)

While Rock Valley's brochure does not list many vocational related courses in Londoner's external orientation, it has several courses which would appeal to the young who are internally oriented and seeking either self-expressions or creativity. Most of these courses are listed under the headings of Humanities and Home Economics.

David McLoughlin found that participation by adults in their program planning can have a powerful influence on

developing a positive attitude towards education which could increase persistence. He suggests the following five step model for program planning: determine the needs of the constituents, enlist the participants cooperation in planning, formulate clear objectives, design a program plan, and carry out the program.

In 1966 Russell Robinson conducted a study in West Milwaukee, Wisconsin, to test why people with limited educational backgrounds have such a low rate of participation in adult education programs despite the attempt by many programs to attract them. Even though West Milwaukee had ample funds and facilities, its participation rate (9.4%) in adult education was far below the national average (20.2%) as reported by Johnstone and Rivera. Robinson concluded that this low rate of participation could be due to the homogeneous nature of the community and the lack of the appropriate kind of programs to attract the residents of West Milwaukee. Robinson's article implies that those in charge of education institutions should assess the needs of the local community and design its programs to fit the needs of these people.

Geoffrey Sainty felt that it is the obligation of the educational institution to identify the characteristics of potential dropouts in order to alter "the educational situation so that they can succeed." (21:224) Rather than denying potential dropouts admission to the program, they should be provided special attention so that their chances of success can be improved. Those who are young and who have not been successful either in their previous

schooling or in their work experiences tend to have a high dropout rate. Sainty implies that adult educational institutions may need to adopt special reading programs, programmed learning, and intensive counseling to help people who without assistance will have difficulty completing a program.

Schwartz and Lanyon created a model for identifying an individual's motivational characteristics which would allow his placement in the proper type of adult education program. The model was constructed by intersecting a "positive striving needs reduction" continuum with an "achievement-affliction" continuum. Those who were primarily concerned with fulfilling basic biological needs were classified in the area of need reduction while those who sought to develop their abilities in terms of Maslow's self-actualization were termed positive striving. Achievement and affliction were shown by research to be two commonly verbalized social motives. By listening to a student's description of his needs, the program planner can place the person on the model and have a good indication of the type of program necessary to maintain that student's participation in the program.

Don Seaman was concerned with the enigma of why many who possess a positive correlation to participate fail to take part and of why some of those who do not possess these correlations do participate. He found that "attitudes towards continuing education are not always reflected in extent of educational behavior" (23:104) and that situational factors affect the influence that attitudes have on par-

ticipation. Since many respondents indicated a positive attitude towards continuing education but did not participate, Seaman concluded that this lack of congruence between feelings and overt behavior was caused by the interference of stronger competing attitudes in the person's environment. Seaman's article implies that educators need to find and deal with the impinging situational factors if they wish to increase participation. The best way to construct a program to alleviate competing situational factors is to assess the needs of the community and the special forces operating in that community.

Amiel Sharon found that many adults are self educated in non-traditional ways outside of the classroom. As the age of the participants increase, there is a shift towards preference for informal academic subjects such as the humanities and social sciences and away from formal subjects like mathematics and natural sciences. Sharon also found that there is a positive relationship between previous amount of formal education and academic knowledge and that there are many adults whose educational accomplishments are comparable to those of formally trained college students.

Sharon's article implies that there are many adults who are functioning at Maslow's level of self actualization. These people will be seeking knowledge for its own sake in the humanities and social sciences. Rock Valley's brochure does not list any courses in these areas to appeal to this group of people.

Ulmer and Verner stress the need for identifying

causes of discontinuance and for finding ways to alter the dropout rate. Since the highest rate of discontinuance occurs in the early weeks of the classes, they suggest pre-enrollment counseling as a technique to reduce the number of dropouts. They also identified some factors affecting presistence and discontinuance. They concluded that marital status, type of diploma, distance traveled, age, course load, and successful prior semester completion of a course have no significant influence on persistence. Veteran status and few number of class meeting per week increased persistence while female status decreased persistence.

Madison Avenue promoters have developed a list of nine subconscious desires that can be used to motivate anyone. These desires are always present even if the person is not aware of them. By appealing to one or more of these desires almost any product can be sold. These subconscious motivators are the desire for: emotional security, recognition of efforts or reassurance of worth, creative outlets, a sense of personal power, a sense of roots, immortality, ego-gratification, love, and new experiences.

Courses from any section in the Rock Valley brochure could be individually promoted to increase their enrollment by any one or more of these techniques. Business 727A (Personal Investment Principles) could be advertised as an opportunity for creative outlets and new experiences. Communications 740B (English As A Second Language For Foreign Born) could be promoted as a route to emotional security, reassurance of worth, and a sense of roots. The desire for

love and immortality could be used as selling points for Health Services 705C (Prenatal Class). Humanities 720D (Painting For Beginners) could be pictured as a creative outlet and opportunity for new experiences. Physical Education 737F (Karate For Children) could be promoted on the desires for personal power and ego-gratification. Technology 728H (Home Maintenance) could be advanced on the desire for reassurance of self worth and a sense of roots. Creativity could be stressed for Home Economics 720I (Beginning Sewing). Special Interest 720J (Motorcycle Safety Education) could be offered as an opportunity for a new experience.

In conclusion, there are several ways for an educational agency to "sell" its program and thereby insure a degree of adult participation. However, a review of the literature on motivation and participation shows that there are many inadequate programs which lack sound psychological and sociological foundations. Since adult education programs are only servicing about twenty per cent of the population (14:1), they are not fulfilling their obligation to the community. The task for adult continuing education institutions like Rock Valley Community College is not to concentrate on techniques of "selling" but rather to develop a comprehensive curriculum which is based on research and which meets the needs of each target group within the community. The successful accomplishment of this primary task will facilitate the secondary function of program promotion. (9, 14, 15, 16, 17, 20, 23)

And finally...there is the Jonathan Livinston Seagull

factor. Each human being is a unique and independent entity. Like Jonathan none of us is an "ordinary bird." The spirit of Jonathan that "lives within us all" is a key factor in motivating us to excellence and to seeking challenges. Participation in adult education can lead us each to say, "How much more there is now to living!...there's a reason to life!" (3:30)

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Appendix

The following is a copy of Rock Valley Community College's "bedsheet" brochure showing the courses offered and their description for the summer of 1974.

COURSE DESCRIPTIONS

BUSINESS

700A **BOOKKEEPING & ACCOUNTING I (1)** Covers the fundamental principles of bookkeeping, including theory of debit and credit, general journal, accounts receivable and payable, journals, posting, trial balance, use of work sheets, financial statement and basic business forms. **KR**

727A **PERSONAL INVESTMENT PRINCIPLES (1)** Deals with the basic operation of the stockmarket and the individual investor. **SV**

740A **BUSINESS MANAGEMENT (1)** Practical business management survey course concerned with corporations, partnerships, and sole proprietorships. The manager is presented as a person skilled in areas of business, i.e., bookkeeping, salesmanship, personnel, marketing, psychology, traffic, volume, and taxes. **KR**

800A **IBM KEYPUNCH TRAINING (2)** An audio educational course introducing the student to the basic skills and terminology of data processing at the card punch level. Students should have a typing ability of at least 30 words per minute. **RV**

COMMUNICATIONS

740B **ENGLISH AS A SECOND LANGUAGE FOR FOREIGN BORN (1)** Students receive individual instruction in problems of pronunciation, intonation, and fluent speaking. The fundamentals of grammar and vocabulary are covered with emphasis on the special need of each student. **RV**

744B **CONVERSATIONAL SPANISH (1)** Includes listening to, speaking, and writing Spanish with emphasis on listening and speaking. **RV**

765B **SIGN LANGUAGE—TALK TO THE DEAF (1)** Designed to give the student a basic knowledge of sign language. **RV**

766B **LIP READING (1)** For hard of hearing to better understand speech Beginning and advanced. **RV**

HEALTH SERVICES

705C **PRENATAL CLASS (1)** To train both husband and wife for childbirth so that the mother and father may be a conscious, active participant during labor and delivery. To train them both physically and psychologically to respond to the challenging and rewarding experience before them. Objective—positive attitude, knowledge, confidence, relaxation, breathing techniques, the ability to conserve energy, and to prepare a woman to assume an active, fulfilling role in childbirth. **RV**

HUMANITIES

710D **DRAWING I (1)** Basic introduction of the various media used in drawing. Figure drawing and still life drawing are emphasized. Students will purchase their own supplies. **RV**

720D **PAINTING FOR BEGINNERS (1)** Designed for all stages of art. Emphasis on use of materials, basic composition, and exploration of various painting styles and techniques. Watercolors or oils. **RV**

746D **BEGINNING WEAVING (0)** Lessons are given on an individual basis. Weavers are taught at their own speed with a new project each week. **KR**

780D **BEGINNING GUITAR (0)** For those with little or no previous study of music. Basic guitar skills, including primary chord formations, basic beginning progressions and an understanding of music fundamentals. (MUST PROVIDE YOUR OWN GUITAR) **RV**

781D **INTERMEDIATE GUITAR (0)** A study of principles of chord structure and progressions. Various methods of attack including picking skills and other techniques. Recommended for students having had some previous instruction. **RV**

783D **CLASSICAL GUITAR** A beginning course in the fundamentals of classical guitar. **RV**

PHYSICAL EDUCATION

706F **BASKETBALL CLINIC (0)** Learn the fundamentals of shooting, passing, rebounding, footwork, dribbling, catching and fast break. Individual offensive and defensive, team offense and defense will be stressed. Participants will play regular games and the class will be taught with a positive approach. **RV**

722F **DIET AND EXERCISE FOR WOMEN (0)** Designed to reproportion your figure through isotonic, isometric and corrective exercises. Special attention is given to diet, postural improvement, strengthening abdominal and lower back muscles and firming upper arm and leg flabbiness. **RV**

724F **YOGA (0)** Designed to train the body and mind through physical, mental and breathing exercises so as to coordinate body and mind. For a fuller life, to reduce tensions and ailments common to the average man by learning self-control and moderation. **RV**

727F **TENNIS (0)** A course to help develop the basic skills of forehand, backhand, serving, net play, and smash. Strategy, scoring, and courtesy will be presented. Skill development will lead to matches and tournament play. **RV SV**

729F **GOLF (0)** History, general rules of match and stroke play with an analysis of fundamentals. Practice in the techniques of driving, pitching, and putting. **RV**

733F **WEIGHTLIFTING (0)** An individualized program to help the student develop his strength, endurance, and coordination through the use of a weightlifting schedule. The course will help develop total physical fitness. **SV WN BY**

734F **WATER CRAFT—CANOEING & SAILING (0)** A beginning course in canoeing and sailing with an emphasis on skill development through participation. The college will provide canoes, sailboats, and life jackets. PREREQUISITE: A student must be able to swim two pool lengths. This class is offered in cooperation with the Rock River Chapter of the American Red Cross. **RV**

737F **KARATE FOR CHILDREN (0)** Fundamentals of physical firmness and self defense for children. Combination of karate, yoga, judo and other oriental martial art. Instruction theory of speed, power, balance, and coordination and mental strength. **RV**

HOME ECONOMICS

705I CAKE DECORATION (0) The use of basic tubes, decorative icings, color striping, making of flowers and borders. Learn many details of cake decorating for fun and profit. Students will purchase own supplies. KR

720I BEGINNING SEWING (1) An introduction to sewing machine operation, pattern markings, pattern layout, grain line and basic construction. (Knits) KR RV

721I INTERMEDIATE SEWING (1) Help the student upgrade sewing skills and introduce recent methods in handling linings and knit fabrics. RV

722I ADVANCED SEWING (1) Students will deal with more complicated patterns and fabrics which present greater challenge in sewing. Each student chooses projects which satisfy her own needs and interest. RV

737I KNITTING (0) Includes such fundamentals as basic stitches, reading knits patterns, yarns and materials and the blocking of finished garments. RV

742I INTERIOR DECORATION (1) Basic course for homemakers. Concepts of furniture styles, selection of furniture colors, furniture arrangement, harmony and balance in decor. Discussions of individual class members' problems: carpeting, draperies, furniture and other materials used in interior decoration. RV

760I UPHOLSTERING (1) Instruction includes styles of furniture, installing, repairing, arranging and securing springs; filler, padding and covering materials; cutting, sewing and trimming; outside covering; cushion filling; tufting and buttoning. KR RV

SPECIAL INTEREST

702J MOTORCYCLE SAFETY EDUCATION (1) A basic course in motorcycle riding designed for beginning riders. Will include 12 hours of classroom and 5 hours of instruction. HM

711J BASIC PHOTOGRAPHY (0) Photographers principles with emphasis on taking better pictures in the home with basic lighting set-ups. Also, types of cameras, advanced lighting set-ups, developing of a variety of films, types of films for specific purposes and camera techniques will be covered. RV

900J A.G.P. SPEED READING (0) (Achieving Greater Potential) Learn to read faster by correcting lazy reading habits. Double your beginning speed in three weeks or your money will be refunded.RV

TECHNOLOGY

708H MOTORCYCLE MECHANICS (1) Theory of operation and general maintenance and repair with lab work. RV

716H SOLID STATE SEMICONDUCTOR DEVICES—THEORY AND APPLICATION (2) The first of a three series course covering solid state devices. The course will emphasize the theory, operations and applications of modern semiconductor devices. The following devices will be discussed thoroughly: the junction diode, the zener diode, the junction transistor, the silicon controlled rectifier as well as linear and digital integrated circuits. Discussion and laboratory experiences will be included. RV

717H SOLID STATE SEMICONDUCTOR CIRCUIT ANALYSIS (2) The second of a three course series in Solid State Semiconductor Theory and Applications. This course will be centered around direct current and alternating current circuits needed in using the junction diode, zener diode, the junction transistor, the field-effect transistor, the unijunction transistor, the silicon controlled rectifier, linear and digital integrated circuits and related solid state devices. Laboratory experiences will parallel class discussion. Prerequisite 716H. RV

728H HOME MAINTENANCE (1) Learn how to repair and maintain systems in the home such as plumbing, electrical and heating. Special areas of study that involve the interest and problems of the students will be identified and included. RV

758H BASIC WELDING (1) A general course in welding for those who need to improve their skills or for beginners. Gas and arc welding are taught to meet the needs of the student. RV

759H ADVANCED WELDING (1) An advanced course in theory and practice of gas, arc and TIG welding. Students must be familiar with welding or have taken the Basic Welding course. RV